CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the related literature concerning to the conceptual idea of reading, teaching reading, small group discussion, and previous studies.

A. Conceptual Idea of Reading

The conceptual idea of reading discuss about reading, reading comprehension, reading types and its types.

1. Reading

Reading is one of skills in English that the students master and acquire for the success of their studies, because the reading cannot be separated in the teaching learning process. By reading students can gain the knowledge and information from all over the world without must around it. Before, discussing any further details about reading comprehension, it is essential to know exactly the meaning of reading. "Reading is the construction of meaning from a printed or written message (Richard: 1998), which the reader takes part in a conversation with the author through a text (Zare & Othman, 2013:2), to understand the text which means extracting the acquired information from it as efficiently as possible (Hill, 1998:58), and it is mostly done in any class, not only as a source of information, but also as a means to consolidating and extending idea and knowledge of language" (Rivers, 1981:261).

According to Alyousef (2005:2) stated that, reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Students may read a text for the following objectives (Rivers, 1981:265), those are:

a. To get information for some purposes or curious about some topics.

b. To get instructions on how to perform some tasks for our work or daily life (e.g. knowing how an appliance works).

c. To act in a play (e.g. play a game like do a puzzle).

d. To keep in touch with friends by correspondence or to understand business letters.

e. To know when or where something will take place or what is available.

f. To know what is happening or has happened (as reported in newspapers, magazines, or reports).

g. For enjoyment or excitement.

The explanations above clearly states that reading is very important to students when they are want to understand meanings, ideas, knowledge, information, or only to express their hobbies. Reading is viewed considerably important because by reading students can enlarge

and enrich their knowledge and experiences because most of information they need are served in written form. So, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information and new knowledge. Therefore in reading, comprehension is a very essential thing because, without reading comprehension there would be no reading.

2. **Reading Comprehension**

The essence of reading act is "*Reading Comprehension*" it becomes primary challenge in teaching and learning of reading skill. Reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment (Oakhill, 2015:1). Therefore, someone cannot get information or meanings of the text completely without comprehending the text itself. Comprehending means understanding the meaning or the point of a topic where it is do to get the meaning of something because, it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge (Dubin, Eskey and Grabe, 1986:6).

In relation to reading, "Reading comprehension is a complex intellectual process involving a number of abilities to understanding, evaluating and utilizing of information and idea gained through the interaction between the reader and the author" (Rubin, 1997:91). Therefore, it can be concluded that "Reading Comprehension is a readers' ability in understanding, evaluating, and utilizing the text to

find information accordance with the readers' purpose. In order to find the information, readers should be able to find the writers' ideas whether it is explicitly or implicitly stated in the text. To comprehend and get the maximal benefit from reading the readers should be understand the approaches in reading. In here there are three approaches in the reading process (David, 2000:34) those are:

a. The top-down processing

This approach is used when the reader interpret their assumptions and draw inferences. In this approach, the readers bring prior knowledge and experiences to the text and then they continue on read as long as the texts confirm their expectation. This top - down process can be explained as follows:

1. The reader looks at a passage or a text.

2. Then he/she guesses or predicts what the text will be about (based on their background and experience of the topic) after reading the title, the headings and sub headings.

3. After that, the reader continues to read the text seeking confirmation about the topic. So, the readers fit the text into knowledge and experiences they already got. In top-down process, the readers use background knowledge, make prediction, and search text to confirm or reject the predictions that are made.

4. Finally, in the readers begin with the largest element, use background knowledge, and put words down towards smallest units to build comprehension of what is being read.

b. The bottom-up processing

In this approach, the readers read the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text. This bottom – up process can be explained as follows:

1. The reader extract propositions from the text. This is where the reader chunks the sentences into constituents and constructs the proposition from there.

2. The reader reads all of the words in a phrase, or a sentence before being able to understand.

Therefore, the bottom-up model typically consists of lower level of reading process. The reader begins with the smallest units and builds up to comprehension of what is being read.

c. The interactive processing

This approach is built on the combination of the bottom-up and top-down models. The efficient and effective reading requires both top and bottom decoding in which this model fill the gap between two models since it emphasizes both letters and background knowledge. The process of constructing meaning from the print of

the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive model. The readers, for example may use top-down reading to compensate for deficiencies in bottom-up reading.

Sometimes, the students cannot comprehend the text effectively because in reading comprehend is not easy. According to Snow (2002:11) stated that there are many factors that influence reading comprehension, are:

a. The reader

The reader brings his or her cognitive abilities in comprehending text e.g. lack of vocabularies, motivation from their self, experiences, reading habit, and negative expectation where they have feeling that they are not going to understand the passage because it is sound to be too difficult and they will be frustrating and de-motivating.

b. The text

The text sometimes use difficult language, inappropriate topic, unfamiliar genre that make the reader difficult to understand comprehend the text easily. So, it will not interest to learn by the students.

c. The activity

The activity make boring, because in teaching reading comprehension the teacher only use familiar method, technique, or

media and the teacher only ask the students to read the text without making sure that they comprehend it or not.

It can be concluded that in teaching reading comprehension has three factors influencing its success.

3. Narrative Text

Based on syllabus of School-Based Curriculum 2006 (KTSP) there are three types or reading text which is learned by tenth grade students of Senior High School on second year. They are Narrative, Descriptive and News Item. The students are expected can understand and master the kinds of the texts after they learnt English. In this research the researcher focuses on narrative text which is relevant to the syllabus used in tenth grade of senior high school.

a. Definition of Narrative Text

Narrative text is the discourse that the first person or third person in a special oriented to characters and all of them are based on the chronological order (Tarigan, 1987:56), which the function is to amuse, entertain, and to deal with actual or various experience in different ways (Iwuk, 2007:80). Narrative text has many types, they are typically imaginary included fairy stories, mysteries, science, fiction, horror stories, adventure stories, romances, parables, fables, moral tales, myths, legend, and historical stories but can be factual included autobiography and biography or the combination of both.

b. Generic Structures of Narrative Text

Narrative text consist of three generic structures which are orientation, complication, and resolution as explain on the following:

1) Orientation

In this part, the author introduced who is involved, where the events took place, and when it happened.

2) Complication

In complication is tell that some sort of problems in the story developed. This complication will involve the main characters and oven serves to temporally toward them from reaching their goal.

3) Resolution

In resolution is tell that the problems in the story is solved it may "happy ending" or "sad ending".

c. Types of Narrative Text

According to Risdianto (2012:130), there are many different types of narrative text, those are:

1) Humor

A humorous narrative is one of that aims to make listener or reader laugh as part of telling story.

2) Mystery/Horror

This type contain about identify, investigate, secret, and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

May simply be a basic chronological narrative set in fantasy word but some fantasy narratives extend the 'fantastic' element to the structure as well.

5) Science Fiction

Science fiction narratives that the setting involving science and technology which it is based upon some imagined development of science.

6) Folktales

Folktale usually feature ordinary and hardworking folks who use their wits and smart to get them out of difficult situation.

7) Diary novels

This type has the text presented like a diary entries.

8) Adventure

This type includes struggle, dangerous, survived, heroic, and treacherous events and the characters has to solve.

9) Fables

Fables is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings

10) Myths

Myths focus on stories that try to explain something about certain of the origin of people, place, and things or phenomena either in nature.

11) Legend

It is a narrative of human actions that are perceived both by teller ad listeners to take place within human history. Typically, a legend is a short traditional and histories narrative performed in a conventional mode.

12) Fairytale

Fairytale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantment.

13) Personal Experiences

It is account of significant events in the life of the narrator or the community.

d. The Language Features of Narrative Text

There are language features which can be found in narrative text as on the following characteristics (L. Spancer: 2005):

1) Using action verb that provided interest to writing. Example: she laughed try she cackled.

2) Written in first person (I and we) and in third person (he, she, and they).

3) Using past tense to write a narrative text.

4) Using nouns to name of people, animal and other such as the King and the Queen.

5) Using adjectives in forming of noun phrases form such as long black hair and two red apples.

6) Using time connectives and conjunctions such as then, before, after, and soon.

7) Using adverbs and adverbial phrases to show the event location such as here, in the mountain, and at my house.

By learning narrative text, the students can get comprehensive understanding about the definition, types, the purposes, generic structures, and language features of narrative text.

B. Teaching Reading

Teaching is an activity to show or help students to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge (Brown, 2000:7). Therefore, "Teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge". Teaching reading itself is a complex process involving decoding skills, fluency and

reading comprehension (Hibbard and Elizabeth, 2013:8). In here the teacher is the subject in doing those because, the teacher has the obligation to help their students to get or acquire the second language and development their students' progress in learning. Harmers argue (2007:23) that, teaching reading is not easy job, but it is a necessary one, and can be very rewarding when we see out student's progress and know that we have helped to make it happen. It is true that some students can be difficult and successful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.

It can be concluded that teaching reading is the activities to help students to get, understand or acquiring knowledge and as a teacher should give opportunities to the students to reach their purposes. In the classroom, the teachers' job not only explain or presents new material but has other job that is to promote these trees learning process by the use of an appropriate teaching technique. The teachers' responsibilities in helping learners or students to achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading because, each learners will have different strength to build on and different weakness to overcome.

1. Teaching Reading Comprehension

In teaching reading comprehension needs some strategies to help students comprehend the reading texts. There are ten strategies can be applied in teaching reading comprehension (Brown, 2000:306-309):

a. Identifying the purpose in reading.

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information where the reader know what information they want to know in reading the texts.

b. Using graph emic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

At the beginning levels of learning English, one of the difficulties that students encounter in reading is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc.) and the sound words with final silent "e" such as (late, time, bite, etc.).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d. Skimming the text for the main ideas.

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what

the text tells about or to find out the main idea of the text. Skimming gives the readers advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

e. Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f. Using semantic mapping or clustering.

Readers can resume the long string of ideas or events by grouping the important key of the word that get from reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g. Guessing when you are not certain

Guess are an extremely broad category. Learners can use guessing to their advantages to:

1) Guess the meaning of a word.

2) Guess grammatical relationship (e.g., a pronoun reference).

3) Guess a discourse relationship.

4) Infer implied meaning ("between the lines").

5) Guess about a cultural reference, and

6) Guess content massages.

Those strategies can be used for the English teacher to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers, because it help the students in all the other subjects and in the personal and professional lives on their future.

2. The Importance of Teaching Reading Comprehension in Senior High School

In teaching of reading for senior high school, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that they can discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts itself. So, the teaching of reading for senior high school here is not a simple matter but teacher has obligation to be able to create a lot of activities which it can develop the students' motivation in reading.

The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading for senior high school in more interactive way has positive effects on the students' reading comprehension. By applying the right principle in reading class, it is believed that students will have high

enthusiasm in joining the lesson. The six principles in teaching reading (Harmer, 1998:70-71), those are:

a. The teacher needs to understand that reading is not a passive skill.

Reading is an active activity when students read a text, they should do other activity not just read the text. It means that the teacher does not only ask the students to read the text, but also has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

b. The teacher has to make the students enjoy reading the passage

The students' interest is important in reading process. When they are not interested or enjoy reading, they will not get information or everything from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. But, it is different when they are interested in what they are reading, they will get more benefits, knowledge and new information from the text they are reading.

c. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

Understanding language is also a part of comprehending a text, but it is not the common thing in reading comprehension. The

students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text.

d. The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text first, because sometimes it gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination.

e. The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teachers are expected to choose good and suitable reading tasks which can be interactive for the students.

f. Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can

work out with the text. The teacher has to discuss the text fully, study language and gives additional tasks to the students.

It can be concluded that as a good teacher should integrate the reading activities into interesting lesson, using appropriate topic for discussion and further tasks, using the good language for study and then activation and using a range of activities to bring the text to life.

3. **Technique of Teaching Reading Comprehension**

In teaching reading comprehension is needed appropriate technique. Technique in teaching and learning is one of the main factors that determines the success of a teaching and learning process and also one of the determiner factors of the purposes of study achievement. So, it is reasonable enough to think that the appropriate technique selection in teaching is considerably important. The teacher should creative to make their teaching and learning process more active, interest, enjoyable, and make the students easy to understand about the materials. Small group discussion is one of the alternatives among various language teaching techniques. Small group discussion is one of the cooperative learning method that consist of three or more students interacting face to face with or without and assigned leader in such a way that each students influences, and is influenced by another students in group (Baker : 1999).

A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students fell excited and more interested in learning and the use of small group

discussion in teaching reading comprehension is a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning and provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges (Brown, 2000:178). Furthermore, Johnson (1995) suggest: "Students should be arranged so that each student can see all other members of his group and can be heard without shouting and disturbing the other groups".

"Most of the teaching learning process lately focuses on the teacher (teacher-centered), whereas this type of teaching and learning process is proven less effective. Therefore, it is hoped that by using the small group discussion technique, the process of teaching and learning will be better and the target of learning is able to be achieved. The using of small group discussion in teaching, especially reading comprehension, will enable the students to get the meaning of passage by getting information from his friends and teacher. The students can share the difficulties the reading text to each other and provide themselves with the knowledge. According to Barker (1999), the members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and 'lost'.

It can be concluded that, small group discussion is one of the cooperative learning methods that consist of small member of 3-5

students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal. By using this technique can make the students are comprehend the text easily, more confidence to talk in giving opinion about a problem, together to solve and to get good answer of the question. Moreover, it gives opportunity to the students to discuss in giving and answering the question based on the topic. Every techniques certain has advantages and disadvantages where it be a judgment for teacher to use in teaching and learning process. Small group discussion also has some advantages and disadvantages (Brewer, 1997:27), those are:

The advantages of small group discussion technique:

a. All students in the group can participate.

b. It is a good way to get students interested in a topic.

c. The students more easily to understand another students' explanation than presenters' explanation (teacher).

d. The teacher can identify students who need assistance.

e. The teacher can identify individual opinions about the topic.

f. It helps the students see relationships among ideas or concepts related to the topic.

The disadvantages of small group discussion technique:

   a. It is need a lot of time.

   b. Some students in the group may do all the talking.

   c. It involves less teacher involvement than other techniques.

   d. The discussion can easily get off track.

   In addition, Toohey, Sue and Sophie (2009:1-2) stated that there are some benefits of learning in small group include:

   a. Allowing students to discover and engage with a range of perspectives, ideas, and backgrounds.

   b. Giving students the opportunity for more active involvement.

   c. Helping students to clarify their attitudes to and ideas about the subject matter, as to test their own ideas and attitudes against those of others.

   d. Helping students to develop a sense of academic rig out and a willingness to share ideas.

   e. Giving opportunities for students to receive more immediate feedback on their learning.

   f. Encouraging students towards self-directed and independent learning.

   g. Giving more opportunities for peer learning and sharing responsibility for learning.

   h. Giving opportunities for students to more easily gain awareness of their emotional reactions.

i. Giving opportunities for students to learn and develop cooperative behavior including critical thinking and the process of group problem solving.

j. More easily establishing the relationship between teacher and student.

k. Giving more opportunity for the students to develop skills in communication (listening, responding, interacting) and interpersonal relations.

It can be concluded that small group discussion technique has some advantages and disadvantages which teacher should know and consider the advantages and disadvantages of the technique before they use or apply the technique to their teaching and learning reading process.

C. The Procedures of Using Small Group Discussion

In teaching reading comprehension, the researcher use "Small Group Discussion Technique" as a technique to help the students to comprehend the text easily in group. According to Cristiani and Mintohari (2004:3), the procedures of Small Group Discussion Technique in teaching learning process are providing a topic, forming groups, providing materials, encouraging students to discuss in group, reporting group discussion result to the other group, explaining the materials that was learnt, and answering questions which was prepared.

1. Teacher provide a title which will be discussed.

   Teacher as a facilitator to prepare the material that will be discussed and given to students before the class begins.

2. Teachers guide students in forming small group discussion.

   Teacher help students choose the members of the group. Students are divided into several groups based on small group discussion technique rules with three or five students within a group. The teacher made the heterogeneous group includes the characteristics of intellegence, learning motivation, gender, or different ethnic backgrounds.

3. Teacher gives the material about narrative text and the students in each group predict it.

   Teacher not only provide the material, but also help students to explain what they should do such as after getting the material each students in group have to prediction by looking at the title of the text first to know what the text about. After they got what the text about, they can discuss their information or knowledge that related with the text.

4. The students discuss a topic in their group and teacher move around the class.

   After they finished the prediction activites, they begin to discuss it with their members of their group respectively. In this activity the students have opportunity to communicate each other in order to make the group be more active and comprehending the text. While, the teacher should observe the group discussion to make sure that all members participate in

their own group discussion. The teacher also give limitation time when the students should finish the discussion. After they finished in dicussion, to make sure that their prediction is true or not they read the text together.

5. Then, each group discusses about their discussion result to another group. After getting the discussion between members of their own group and got the information of the text, the representative of each group discuss the result of their discussion to another group. The other members in the group may debate, clarify, give opinion, and criticize the result of discussion from another group.

6. The teacher explains about the material.

Teacher help students to explain in details what they have learned and the teacher may give corrections if any.

7. Finally, each student tries to answer the questions that have been prepared in the text. After discussion between groups and teacher, each student tries to answer the questions individually based on the tasks that have been provided by the teacher

It is better for the teacher to arrange the class to form the group, give them instruction of how to start learning until the class ends. The teacher later gives reward (score) based on the results which have been done by students.

D. Previous Studies

Many previous studies that is relevant to this research. Effort in finding impact of Small Group Discussion has been conducted through various methodologies, different schools, different educational level and materials.

A true experiment was conducted by Umiyati (2011) in decriptive text with title *"The Effectiveness of Small Group Discussion in Teaching Reading Comprehension at The Seventh Grade of SMP Sunan Bonang, Tangerang"* Small Group Discussion technique was effective technique and showed that students who being taught reading comprehension by using this technique have the significance different to ones who taught by Whole Class Teaching.

An experimental was conducted by Safreti Ringgi Pamungkas (2016) in hortatory expositions with title *"The Effectiveness of Small Group Discussion To The Eleventh Grade Students' Reading Comprehension of SMA Negeri 1 Durenan in Academic Year 2015/2016"* Discussion technique was effective technique to improve the ability of students reading comprehension.

From previous studies above, it can be said that after the treatment of Small Group Discussion Technique students' score were more likely to show improvement. This indicates a positive outcome of students' learning after given this kind of technique. So, the researcher will conduct a research by using Small Group Discussion Technique in Teaching Reading Comprehension in different reading text that is Narrative Text on Tenth Grade Students at SMAN 1 Tulungagung.